



THE NATIONAL CONGRESS OF MOTHERS MAGAZINE

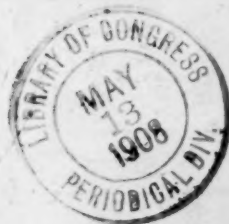


Vol. II.

MAY, 1908

No. 9

"For the Welfare of the Child"



THIS NUMBER CONTAINS

THE PRESIDENT'S DESK : What Can a Parents' Association Do? Juvenile Court Work in Canada. New Names on the National Advisory Council.

THE HOME : Mrs. David O. Mears

"THE SPIRIT OF THE HOME :" Mrs. Henry J. Hersey

THE NEW ERA FOR WOMEN IN CHINA, GREECE, BOLIVIA : Articles by the Delegates from those Countries to the International Congress

AN OLD MAID'S CHILDREN : Mrs. Mary E. Mumford

PENNY SAVINGS IN SCHOOLS : An account of epoch-making work in Iowa



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TABLE OF CONTENTS

	PAGE
PRACTICAL WORK FOR THE CONGRESS.....	196
THE PRESIDENT'S DESK.....	197
THE HOME. By <i>Mrs. David O. Mears</i>	201
THE SPIRIT OF THE HOME. By <i>Mrs. Henry J. Hersey</i>	203
AN OLD MAID'S CHILDREN.—IV. THE BOY WHO STOLE. By <i>Mrs. Mary E. Mumford</i> .	206
ARGENTINE'S MUSEUM OF EDUCATION.....	210
THE NEW ERA IN CHINA. By <i>Weiching W. Yen</i>	211
WOMEN IN GREECE. By <i>Sevasti N. Kallisperi</i>	214
A MESSAGE FROM BOLIVIA. By <i>Donna Ignacio Calderon</i>	218
PENNY SAVINGS IN SCHOOLS.....	219
STATE NEWS	221
OFFICERS OF THE NATIONAL CONGRESS.....	225
AIMS AND PURPOSES.....	226

PRACTICAL WORK FOR THE CONGRESS

There are today thousands of women who are interested in the National Congress of Mothers, but have as yet done no practical work for it. Every day the officers of the Congress receive letters from such women all over the United States asking "What can I do?" Here is one thing you can do, and it won't take much time, either.

ASSOCIATE MEMBERSHIP

You can help support the national work by becoming an Associate Member. Such a member gets the MAGAZINE (if you already have it some neighbor will be glad to have the extra copy) and all the bulletins and reports issued by the national organization. It is expected soon that the Department of Education will also issue bulletins for the education of mothers, which will be sent free to all Associate Members. The names of such members will be enrolled on the list at Washington, each will receive an engraved membership certificate and, for a small extra fee, the handsome badge. Associate Members will have reserved seats at national gatherings, and invitations to the social events in connection with them.

WILL YOU HELP?

Are there not five neighbors who would become Associate Members if you asked them? Ask the Corresponding Secretary, Mrs. A. A. Birney, 806 Loan and Trust Bldg., Washington, D. C., to send you printed matter and copies of the MAGAZINE. Ask *men* to join. They are as interested as anyone in "the welfare of the child" if you put it right to them. An application for membership is printed below. Others will be sent you upon request. *Why not act today?*

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The National Congress of Mothers Magazine

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THE PRESIDENT'S DESK.

The Congress has been strengthened and its membership greatly increased by the many Parent-Teacher Associations which have joined its ranks. From all over the country the Congress has welcomed these valued members, and from every one comes the plea: "Give us some outline or plan of study and work. The Congress is preparing to meet this need, and will have ready practical outlines for a year's meetings in the September MAGAZINE.

PROGRAM
FOR
MOTHERS'
CIRCLES

Parents' Associations can only obtain their highest usefulness by making their programs of practical value to parents in the care of the children. Eminent speakers who may entertain and amuse will be occasionally welcome, but the real test of a year's program is: What is there in it to help the average mother in bringing her children to the highest physical condition?

What is there in it to help in developing honesty, sincerity, truthfulness, purity and patriotism in the children?

What is there in it to inform the mother as to the purpose of the school, and as to her part in aiding the school to carry out its plan of education?

What is there in it to inform the mothers as to the community conditions affecting childhood and homes in their vicinity?

What is there in it to stimulate mothers to read books that relate to child nurture, and to advise and make it easy for them to procure such books? What is there in it to guide parents in directing the reading of their children? All these questions should be asked in making up a program to use in Parent-Teacher Associations.

It is often more helpful to announce a subject, and to give time for discussion, than to have a speaker on topics of less vital moment to parents. Elizabeth Harrison's "Study of Child Nature;" Oppenheim's "Development of the Child;" Helen Hunt Jackson's "Bits of Home Talk," will furnish suggestions and discussion for many meetings. A book review on books of this kind could be very helpful.

At least one meeting in a season should be given to the National outlook for childhood. Mothers need to realize that the children's home is the world, and that they have a responsibility in at least knowing what conditions are throughout the nation and the world.

The President of the National Congress of Mothers would like to have one day set aside in each year's program for the National Congress. She would like to feel that in one month of the year every Parents' Circle would consider the work being done by the National Congress, and would give suggestions as to increasing its helpfulness.

February would be the month she would suggest for this, and, wherever it is suitable, February 12th, or a date as near to that as possible, might be chosen. Your President will send a personal message of greeting to be read at the meeting of any Circle that plans to devote one day to the National Congress of Mothers and its work.

ADVISORY COUNCIL, NATIONAL CONGRESS OF MOTHERS	The National Congress of Mothers has the honor of having United States Commissioner of Education Elmer Ellsworth Brown as a member of its Advisory Council. With the President of the United States and the Commissioner of Education giving their thought and interest to the promotion of the great work for which the National Congress of Mothers stands, a great step forward should be made. Before another year, the Congress hopes to welcome a thousand new Parents' Associations.
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The United States Department of Education will provide educational leaflets for use in such associations, and values this medium for distributing the helps to parents, which the Department has graciously promised to have prepared by experts. Those who have not taken the Congress seriously must realize that with such eminent recognition of statesmen and educators it is a force to be reckoned with. Business men are no less needed to put the Congress on a good business basis, and Mr. Frederic Schoff, Rev. D. O. Mears and Mr. George K. Johnson have accepted the duty of advisers on the Finance Committee.

The Playground Association of America gave a notable dinner, in honor of Mrs. Humphry Ward, at the Waldorf-Astoria, March 31st. Mrs. Ward is full of enthusiasm in telling of the work she has done in London in having the school buildings kept open for the use of the children.

MRS. HUMPHRY WARD AS A BENEFACTOR TO CHILDREN This is especially valuable to many children whose parents must work all day, and whose children would be uncared for, after school hours, were it not for the fact that through Mrs. Ward's efforts many London schools are kept open until evening, and children are well cared for. Mrs. Ward made such an impression

that Superintendent Maxwell said New York would follow London's example. There are districts in every large city where the protection thus given to children who would otherwise have no oversight is inestimable in value. Here is a thought for the Mothers' Circles to consider.

The Duchess of Marlborough spoke of "Woman's Responsibility to the State:" "From the earliest childhood, English women are made to feel the obligations of individual responsibility, and society itself demands adequate fulfillment. It is this sense of obligation that, I venture to think, American women should foster and develop. The moment the women of this country recognize this claim, I feel sure they will take it up with all their wonted energy and capacity."

The Mothers' Union will hold its Annual Conference in London, May 15th. A message from the President of the National Congress of Mothers is to be given by Mrs. Allan Whitworth. Mrs. Frank R. Hill, of Tacoma, and Mrs. E. V. McCaulley, of Philadelphia, will attend as delegates from the Congress.

**ANNUAL
CONFERENCE
OF THE
MOTHERS'
UNION**

The Parents' National Educational Union will hold its Twelfth Annual Conference at the Fine Arts Academy, Queen's Road, Clifton, Bristol, June 12th to 16th. The Earl and Countess of Aberdeen are the Presidents.

The program is full of interesting things. "Joy in Song," by our own Mr. William Tomlin, of Chicago; "Joy in Fairy Tales," by Miss Shedlock, who has delighted many American audiences; "Joy in Art," by Miss Parish; "Joy in Dance and Drama," J. H. Badley, Head Master of Bedale's School. Several sessions are to be held in the Grammar and High School. The program includes a visit to Old Bristol, archaeological walk and a geological walk in the downs and Avon Gorge, a garden party at Clifton High School, and a conversazione at Clifton College. An interesting feature is a final discussion meeting, when opportunity will be afforded for discussing various educational problems arising out of the papers of the preceding days. Season tickets and single meeting

tickets for these meetings are sold by Mrs. Harold Lock, 26 Victoria Street, S. W., or Mrs. Daniell, 23 Downleape, Stoke Bishop, Bristol, England. If any members of the Congress are in England, they will find it very interesting to attend these meetings.

Sir Charles Fitzpatrick, Chief Justice of the Supreme Court of Canada, is making eloquent pleas for the poor and unfortunate children, for whom he urges Parliament to enact the Juvenile Court and Probation laws.

CANADA'S
EFFORT TO
SECURE A
JUVENILE
COURT AND
PROBATION

To encourage those who feel they have little influence, he says: "The smallest bird alighting on the topmost branch of the biggest oak tree sends a shiver through it which reaches to the roots." He told feelingly of a visit to the Criminal Court, in Quebec, in his college days, when a small boy of sixteen was sentenced to death.

Sir Charles said it seemed an anomaly to him that a boy who could not contract a civil liability for one cent could commit an offense for which he could be called on to pay the extreme penalty. When Queen Victoria came to the throne, there were two hundred crimes punishable by death, while at the close of her reign there were only four. When she reached the throne, there were 53,000 convicts in English jails. Now there are only 3,038—not a bad record for the mother country.

In Canada and Great Britain there is a strong feeling that reformatory treatment should be substituted for punishment, and that society can best be protected by reforming the criminal, not by revenge.

Sir Charles was instrumental in the introduction of the Ticket-of-Leave Act, or Parole System, which has been in operation eight years. Only two and one-half per cent. of those paroled have fallen back to their old habits. The whole success of the Ticket-of-Leave Act is due to the personal magnetism of Inspector Archibald, formerly of the Salvation Army. Everything depends on having the right officials.

What has been done for convicts is in the direction of reformation. Dealing with children is formation. Sir Charles emphasizes the importance of awakening parents to an increased sense of responsibility.

Mr. J. J. Kelso, Government Agent for Children, in pursuance of the plea for the passage of Juvenile Court and Probation acts, states that "if the good which lies in every boy is once reached, it is possible to do almost anything with him." In twenty-one years' experience with boys, he had never scolded a boy, nor never countenanced one being whipped, but instead the appealed to their sense of honor. There is a latent chivalry in every boy, no matter how incorrigible he may seem. The only boys who had not justified his faith in them were those who were mentally deficient.

The Home

By MRS. DAVID O. MEARS

Read before the International Congress at Washington

The unit of society is the home. It is the most sacred spot known to the human heart. Even the beauty of Eden was not perfected until there was a home in it. It is a place of rest, joy and inspiration. It offers a sphere for the employment of the best talent of man or woman. It is the germ of the State. Its functions are so vital as to call from our chief executive the expression that the standard of a nation's greatness is set in its homes. The ideal home has in it the wisdom of age, the strength of mature life, the inspiration of youth and the beauty of childhood.

When two people give their love and their lives to each other "till death them do part," a new home is thus formed which should be the shrine of love and unselfish devotion, dedicated to all that is noble, inspiring and pure. In the passing of the years:

"A precious gift God gave when he
smiled,
And sent into the home-nest a beautiful
child."

Love, deep, tender, sacred, possesses the parental hearts at the coming of the new treasure. An earnest desire is awakened that in this home a noble, useful life may be nurtured and developed. Soon a consciousness of things about it dawns upon the little one; much earlier than we realize, it perceives an indefinable something in its surroundings. It knows, in time, whether the parents seek wisdom from above; whether the motive in

life is for self or for others; whether obedience is demanded or whether by coaxing or teasing its own will is finally obtained; whether punishment is administered in love and for its truest good or whether given in anger and under the impulse of the moment; it knows whether fault-finding or unkind words about neighbors and friends is allowed; whether the Sabbath Day and the Lord of the Sabbath receive due reverence—in fine, it perceives the atmosphere, the spirit of the home.

A child is sensitive to every influence surrounding it, and the home atmosphere determines its development and growth as truly as the degrees of moisture and temperature determine the growth or lack of growth in delicate plants. This intangible something which we call the atmosphere of the home is still so real that its character is evident at once, even to a stranger. Upon some happy homes the spirit of love and peace rests to such a degree that whoever crosses the threshold feels the warmth as from the beaming of the sun's rays. In other households the lack of sympathy, of mutual helpfulness and thoughtful consideration for the rights and comforts of each seems like a "bitter biting of the North wind's breath." One feels sure that here the tender plants of child life will be dwarfed, failing of their highest development. "A mother may put gera-

niums in the sun, but frown on her baby."

Every child has a God-given right to a happy home, which shall furnish the best conditions for normal, helpful growth. It has been well said, that "criminals come out of homes that are, in many respects, real homes, but have in them certain conditions which aid in releasing the evil that is in the child's nature, and in suffocating or starving the good." It is one thing to teach positive virtues and the avoidance of vices; it is quite another thing to provide a fostering atmosphere which shall reinforce the teaching.

The moral and religious atmosphere in which the child lives has more to do with his training than any direct precepts. This most important influence in the young life should be of a character suited to the development of a great soul; fitted to bring to its highest fruition the best in the child's nature.

Every home has a controlling influence, a centre about which everything revolves, and the training depends upon what that centre is. Home shapes character and decides destiny. What the boy is in the home the man will doubtless be in the State.

In the crises arising in every life the momentous decision will depend upon the habits formed under the parental roof-tree. Sons and daughters go forth to college and business life meeting many temptations from which they have been shielded in the home. When temptation assails, when currents beat against the eager life, then, if the training has been in the direction of truth, nobility and right, and "goodness made to seem the natural way of living," the youth will stand

anchored by the thoughts of home and parental love.

In that family life exerting so great an influence at a critical time there must have been love, sympathy and confidence. Our children need more of the parents' interest and coöperation in their little plans, pleasures and aims. We endeavor to surround them with every physical comfort possible, yet there is the need of the heart, a craving for more companionship of father and mother. It is not what we do for our children that makes them love us, but it is what we do with them. "Every bit of coöperation, whether in work or play, is a tie that binds."

A young man once said to his grandfather: "You have been a very successful man, have you not?" "Yes, as the world counts success," was the reply, "but my life seems a failure because I did not give enough of myself to my children. Your uncle James, lacking this comradeship at a time when he was longing for it, ruined his life, and his father has never ceased to mourn." A little girl of twelve years, daughter of a wealthy and charitable lady, once rushed into her mother's room as she was going out, asking her to play one of her new birthday games with her. The request seemed trivial, and the mother answered rather sharply: "Nonsense, Nellie, it is board day at the hospital, and I am late now." The eager light died out of the little face, and the child said, sadly, "I wish you would sometime have a 'day' with me, mamma." The lady, in telling the story, said the child's words cut her to the heart. She wondered if it were possible that in the performance of even important duties outside the home she had neg-

lected the one that should be first in her thoughts and plans—the consideration of her own little daughter. There was much heart-searching that day, and as a result the little maiden had ever afterward a Saturday engagement with her mother. Another little girl, stopping for a playmate on her way to school, saw her friend receive a mother's good-bye kiss and heard loving words as she set out for the day. She looked on wistfully, then said loyally, "My mother would kiss me too if she were not so busy. She has so much housework to do." Poor little heart! Poor mother, too! Could she not have laid aside for a moment even important housekeeping for a bit of home-making?

Home-making may be classed among the fine arts, for it gives mental and moral atmosphere to the "joy

of the home," as Ruskin happily expresses it. The art of being lovely at home is well worth cultivating. The true home-maker will give coöperation and sympathy to her husband in his life work, and train her children for noble, useful careers—to be a blessing to the world. She will consider it her privilege and sacred duty as wife and mother to make her home a radiating center of goodness and happiness; a place of peace—"a world of strife shut out, a world of love shut in"—a place of joy, of inspiration, of growth in all that is highest and best, and a place to which the heart gladly turns in the turmoils of life.

Home is the nearest earth-point from which one may step into heaven, and if the earthly home has been a type of the heavenly, the transition will be easy and sweet into the realms of the blessed.

"The Spirit of the Home"

By MRS. HENRY J. HERSEY

Read before the International Congress at Washington

In speaking to an organization which pledges itself first of all to "raise the standard of home life," it may be unnecessary to suggest the importance and dignity of what we call "small things." The true mother learned long ago that while her "sphere" is in her own home, she must draw from the whole wide world the helps which will enable her to bring that home up to its highest possibilities. No doubt the feature of the National Congress of Mothers which attracts the interest and calls out the devotion of men and women alike is

its practical following of the guidance of the old hymn:

"WHERE SHALL I SOW MY SEED?"

"At thy feet," the angel answered;

"Sow at once thy nearest field;

"First the dooryard; then beyond it;

"Let new fields new furrows yield."

"Fill the nearest spot with gladness;

"Fill thy home with goodness sweet;

"Wider fields shall ask thy sowing,

"If thou first sow at thy feet."

No one can live another's life, nor solve another's problems; the Divine purpose, which has made us individual, forces each to do that for himself.

But the mother may greatly help; or she may hinder.

Methods are methods only—not principles.

As we look back we all see that this was hard to learn. How confident we were, after the first baby was well out of infancy, that we had learned all about it, and that any intelligent woman who had studied the subject could make theory and practice harmonize. The second baby brought a rude awakening. Everything that had worked so beautifully before failed this time; he would not sleep as the other had done; he could not digest the same food, and as he grew older the methods of correction and discipline so tried and proved were found useless. So we learn, really learn, that method is not principle, and that when a woman says "I always do 'so and so,'" she is not master of her subject.

And yet there is a right and wrong, and we all yearn for the one and shrink from the other. And our common purpose is to find the touchstone which will discriminate between them. This touchstone may well be called "The Spirit of the Home," and the three sides of its symbolic triangle are named Unity, Coöperation and Courtesy.

The home is more than house and parents and children.

"Four walls do not a home create,
Nor wealth and station peace."

Listen to the words in which the Church recognizes the establishment of the New Home: "For as much as these two have consented together," not one consented to the other, but the two consented to a common purpose. Think what it would mean if in the

heart of every man and woman were hidden a definite home ideal! A conscious purpose toward which every thought, word and deed would contribute. Its impulse would send every faculty in search of material to serve its purpose.

The day comes when the mother sees her daughter, whose every hour till now she has herself carefully guarded, go forth into a new and untried experience—to solve her own problems, and bear her own pain; her happiness wholly dependent upon the character of the man with whom she goes. In such an hour one turns for assurance not to wealth or position, but to the presence of the Ideal. The mother knows that the basis of happiness is laid not in material things, but in the Ideal, and if she is assured that these two dear ones have this lofty conception of their united life her "Soul puts by its fears." It is plain that the supreme gift to them would be a comprehension of the "Spirit of the Home."

The ultimate purpose of motherhood is the repetition of motherhood, with the inheritance of some measure of the wisdom which was the outgrowth of the one before it. And it is this legacy of wisdom which lays emphasis upon the vital importance of implanting in each childish heart devotion to the home ideal.

It is an impossibility that anything should be a good for any member of the family, which is not a good for all. When John indolently knocks cigar ashes all over the hearth, with an ash-tray within easy reach of his hand, the point is, not that Mary's careful housekeeping is destroyed, but that he violates the "spirit of the home," and substitutes the spirit of the tavern or

club, because if he and Mary had "consented together" in the matter, either he would act in harmony with her efforts to have the hearth clean, or Mary would agree with him to keep the hearth for a handy place to drop things.

Experiences, no matter how trying, are only the straws which show how the wind blows, and, as experiences, we should not lay too much stress upon them. Freedom, diversion, pleasure are good to the point where they will bear the touchstone! Freedom for one, to the point where it means bondage to another, does not conform to the "Spirit of the Home."

Diversion, to the point where it becomes social dissipation in the mother, or equally, business dissipation in the father, changes its character.

Things of necessity come under this rule, as well as those of privilege!

Oh! if we could all realize the necessity of the common "point of view," and the greatness of the reward of the woman who seeks this first! If she seeks it intelligently and good-naturedly, she will surely "overcome evil with good." A common life must be regulated by common rules, and no one stands alone in the home. There can be no perfect home life unless all love and serve the home ideal. They who would create a home from which will come only fine and true and noble things must create it in spirit and in truth.

The second side of our triangle, "Coöperation," is the effort and sacrifice which each member of the family makes to serve the home ideal. Any effort which supplements or sustains any other effort made for the family as a whole is real coöperation. The child who is given no regular

duty relating to the comfort of the home is defrauded of a part of his inheritance. Nothing else so brings out his consciousness of being an integral part of the family.

The ideal of the past generation was implicit obedience on the part of the child. While we recognize quite as strongly that the authority must rest where the responsibility does, on the parent, we see, as our forefathers did not, that the more freedom we can give the child in making his own decisions, the more mental force and will power he has acquired to aid him in the day when he must decide vital questions for himself, by the aid only of the light which is in him.

So we try to hold the home ideal before the children, that we may awake in them desire to become our comrades and coöperators, knowing that an ounce of spontaneous desire is worth a pound of compulsion.

The third side of our triangle symbolizes a vital point, and I would that every young wife could so realize it that she would establish it—the spirit of Courtesy—as the law and habit of her home. The quality of the family life is determined by the manner in which the members make their contributions toward it. We have all seen righteous homes to which grace and joy were strangers. The selfish person of gentle manners adds more to the comfort of a home than the unselfish one who calls attention to her sacrifices, and wears the martyr's expression, or who is abrupt and snappish. Nothing so strains the spirit of Unity, which is the basis of family life, as personal rudeness. What a comment upon the home ideal is the fact that we feel at liberty to be impolite to those we love the most! It is better to

give up one's own way; one's pleasures and even one's best interests, than to preserve them at the sacrifice of Courtesy between husband and wife, or parent and child. What is the use of the inharmonious home? What does it create but unhappy, discontented people who add to the unrest of the world? No result can come from any effort of the mother, if the child sets itself against it, and refuses to coöperate in obedience. And no joy can come to any of them, if every happening calls out irritability and rudeness.

The home is privilege, but it is duty, too. One may love it with all one's heart, but one must order it well and wisely, or it proves but "Dead Sea Fruit." We, as an organization, are giving ourselves, not only freely, but with enthusiasm, to the evolution of this needed wisdom and we know that

we are entitled, in the Divine economy, to a full harvest.

Let us take this poem, by Susanna Drake Bishop, as an inspiration:

"What doest thou," I asked a budding
flower,
"To sweeten life?" It nodded from its
bower,
"I'm growing!"
"And what doest thou," I asked a child
who quaffed
The cup of joy, "to help the world?" He
laughed,
"I'm growing!"

A laden apple tree, old, gnarled and sere,
Bent down and rustled softly in my ear:

"Keep growing!"
An aged man, with child upon his knee,
Echoed again the wisdom of the tree:
"Keep growing!"

"What shall I do," I asked an angel bright,
"When age draws nigh?" Then smiled he,
from his height:

"Keep growing!"
"Reach out to pastures new, where the soul
feeds;
"Reach out and up—God knows the spirit's
needs—
"Keep growing!"

An Old Maid's Children

IV. The Boy Who Stole

By MRS. MARY E. MUMFORD

"Dear Aunt Jane. My husband's sister, Josie, from Chicago, is here with her two children. The younger is about Freddie's age. I'm sure you will enjoy seeing the frolicsome youngsters together, so come out and lunch with us on Saturday. I've told sister-in-law of your great interest in children and she seems anxious to meet you. Don't disappoint us. 'Ta-ta.'

"MARGERY."

The 11 o'clock train brought Aunt Jane to the pretty suburb of Fern Hill. Freddie's mother greeted her with a word of apology:

"I'm sorry the morning is dull. The grass is too wet for the children to play out of doors, and really the three of them are almost too much for my small house. It was pretty full with Frederic alone, and now it's running over—as you will see." After the usual greetings the three ladies sat down in the toy-strewn nursery to chat, and, incidentally, to enjoy the children. Presently Aunt Jane asked:

"What has happened in this nursery lately? Are you housecleaning? No? Why, then, is the drop-light standing on that high mantel? The gold-fish

bowl is up there, too, and a pair of shoes. And why does the waste-paper basket perch itself on top of the writing desk? Pardon my curiosity, but the arrangements is so unusual."

"I'm the cause of all the disorder," Josephine hastened to explain. "You see, my baby, Dot, is into everything, and for fear she would do some harm to herself or someone else, I've put those things beyond her reach. She is determined to catch the butterflies on that lamp shade, and twice she has tried to grab the gold-fish. I rescued those shoes from the bath-tub, where they were floating as boats, loaded with paper dolls, and the waste paper basket—"

"Yes, yes, I understand," said Aunt Jane, laughing. "Of course, at her age she is making acquaintance with the world around her. She must needs examine everything, and make constant experiments. She is getting her head full of 'concepts.'"

"If she would make acquaintance with this world with her brain and not with her hands," said her mother, "it would make life much easier for me. She is so different from Frederic. He never seems to care to touch things he ought not to have."

Margery laughed: "That amuses me. If you had seen my contests with the boy over that fish-bowl you would know why he now keeps at a respectful distance from it."

"O well, I can't do that, you see. I don't like to refuse baby anything. It just ruins the dispositions of children to be contending with them all the time. I put things out of the way, and that settles it."

"But you can't always keep every unsafe thing out of a child's way,"

said Aunt Jane. "and then when they are older and bigger—"

"Why, then I put everything under lock and key, until they shall have outgrown childish propensities. It's some trouble, of course, but a mother doesn't mind any trouble for her children."

Aunt Jane turned lifted eyebrows on her young friend, and was about to speak with some heat, when a glance from Margery forbade the words, and the talk drifted into another channel.

But when Josephine had taken Dot away for her noonday nap, she began.

"Margery, does Josephine realize what she is doing to her children?" Can't she see that she will break down all their self-reliance—all their power to resist temptation?"

"That's just the way I feel about it, Auntie, and I'm glad to find you agree with me. I wanted you to get her point of view, and advise me whether I ought to tell her plainly what I think of it. For Josie is a very, very good woman, and has a lovely disposition. Her children would be all right if they had different training. Now there's Mildred (she is playing with a neighbor's child, you will meet her at luncheon), she is beginning to show the results of her mother's ideas. The girl already is a real sneak. You know, I have never turned a key on anything in my house, but now, Josephine insists that I lock all my bureau drawers, for fear Mildred might meddle with my clothing and jewelry. All my dining-room dainties—nuts, raisins and cake—must be fastened in the closet. It's awfully trying to me, as you may imagine, but that's not the worst of it. The child seems to think that anything not locked up is her

right, and, yesterday, she found a key which would open the dining-room closet and helped herself and the other children to all my salted almonds."

"Oh—Margie!"

"But—Aunt Jane—in spite of what I tell you, she isn't a bad child. She is very lovable, and has quite perfect manners. This locking out she seems to look upon as a sort of game, and if she can get the better of the lock and key, she's the winner, and fairly entitled to the spoils."

"And what does her mother say?"

"Sometimes she laughs, sometimes scolds, but always seems to think the only remedy is to lock things up tighter. I'm truly distressed about it. Please tell me what you think?"

"Think? Why, it seems to me, she is rearing a lot of thieves," said Aunt Jane, quite excited. "How often we hear of kleptomaniacs in families which have always seemed quite upright and respectable. Now I think I begin to understand it. Look at the temptations spread out in our modern city life to trap any child outside its mother's door. Go into any one of our great department stores. See the costly goods strewn about in careless profusion. Why, I've been tempted myself just to see if I couldn't carry something away, it seemed so absurdly easy! Then the provision stores and confectioners' with their bewitching fruits and cakes and candies. If I haven't sinned up to date it's only because my youthful mind was early set in home and church against picking and stealing and coveting other men's goods."

"This is all bad enough," continued Margery, "but I'm afraid we do not know the worst yet. There's a boy at home, Billy, and he is twelve years

old. I'm sure that, for some reason, he is a great trouble to his mother. She almost always speaks of him as 'poor' Billy, and sighs, and looks so anxious whenever she gets a letter from home. Several times she has been on the point of confiding in me, but I can see she hesitates to do it, perhaps because I'm so much younger than she is. Now, I thought if she could once meet you, and appreciate your interest in children, she might open her heart to you and it would do her good. Besides, you might be able to give some advice which would be helpful."

"I see—I see, little plotter," said Aunt Jane, as she lightly kissed Margery's earnest face turned up to hers—"but I can't entertain such a solemn proposition on an empty stomach. Let's go get our luncheon, and think it over."

But not at the luncheon, nor in the hours that followed, was any attempt made to interest Aunt Jane in Billy. Finally she put on her hat and coat, in preparation for her usual five-thirty train. Then Josephine, as if responding to an inward resolution, pleading the need of air and exercise, asked if she might walk with the guest to the station.

As soon as they were outside the gate, she began:

"Dear Miss Benson, your neices are so devoted to you, and have such confidence in your judgment that I want to ask your advice about my boy. You see, lately, in the most unaccountable way, he has gotten into trouble at school, and, if you can believe it, has been accused of stealing. I can't understand it. His father is so upright, a church member, a teacher in Sunday-school and thoroughly con-

cientious. We are as careful as possible of the children and very particular about their associates. I can't find out that he has been led away by other naughty boys, and I've about made up my mind that it must be an inherited trait which has come down to him from some old ancestor. This heredity is an awful thing, isn't it?"

Aunt Jane quietly ignored the heredity theory.

"Has this fault developed suddenly, Josephine? Has he never taken things at home?"

"Why, yes, he has, but you hardly call that stealing—just in your own family, you know. Once or twice he has taken money from my purse. But that was my fault. I forgot to lock it up."

"And is he a comfort to you in other ways?"

"Yes—he has been until quite recently. He seems to be growing restless lately; wants to be out at night with other boys. It worries me to have him on the city streets. I am urging my husband to go out into the country and let us live quite apart from everybody—where there are absolutely no temptations."

"That place does not exist," said Aunt Jane, quite solemnly. "Your boy must have a moral brace and he can't get it too soon. But there comes my train. To-morrow is Sunday, and I'm at home all the afternoon. Come and see me, and we will talk over the whole matter, and try to find a solution of your problem. There's a way out of it, I am sure."

Aunt Jane said afterwards she slept in her thinking-cap that night, which meant that she didn't sleep at all. Throughout the morning she hoped and almost prayed that Josephine

would not come. Once she actually went to the telephone to plead fatigue, a valid enough excuse, and call off the engagement. But her conscience charged her with cowardice and she went back and sat down in her hardest, straightest-backed chair and nerved herself to her trying duty. In this mood her visitor found her. It was a trying interview. For the sake of those little girls she felt that she must hold up the mirror to the mother's eyes and try to make her see where her own training was at fault. There was some resentment and many tears, and when Josephine went away Aunt Jane was filled with remorse and said as she swayed back and forth in her Boston rocker: "I have been cruel—cruel to her. I shall never see her again."

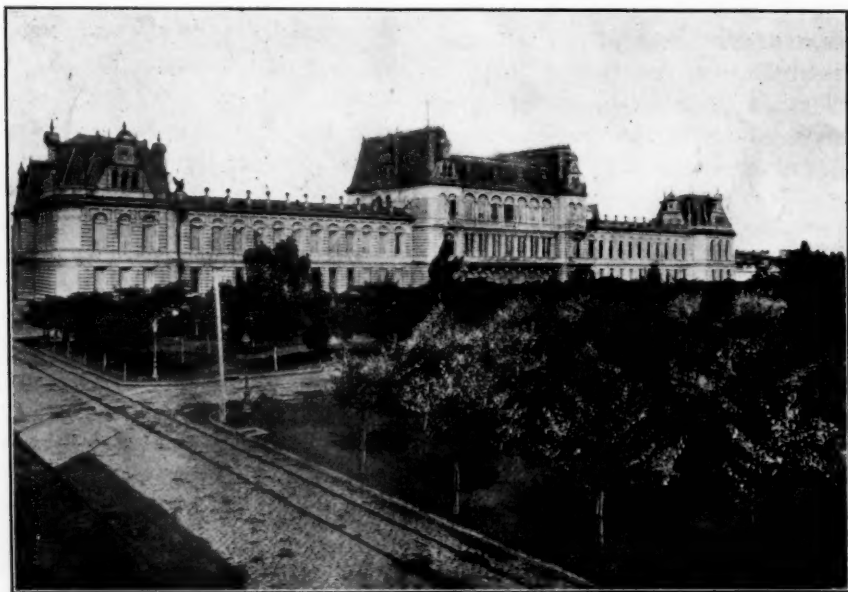
But she did come again—the very next day, and many times thereafter, and in the end she was glad to accept Aunt Jane's plan for Billy. It was this: He was to leave Chicago at once, and the school where he had been in disgrace. He was to enter the family of an old friend of hers, who had a small group of boys under his personal care and instruction. In this strong moral environment he was to remain until prepared for college. She arranged for his long vacations, too. These were to be spent with another friend of hers who conducted an excellent boys' summer camp in the woods of New Hampshire. It seemed a pity that he should grow away from the environment of home but the wisdom of the plan was fully justified by its results.

During his first college vacation, Aunt Jane took her boy with her on a summer trip to Europe. On her re-

turn, as she sat on the little porch at Fern Hill and talked over the events of the journey, she said:

"My dear, Billy is gold through and through. In these two months I have

put him to every possible test. I would trust him anywhere, and feel that he would come through safely, even through the merciless temptations of college."



Department of Education, Argentine Republic

Argentine's Museum of Education

The Argentine Republic has established in Buenos Aires a permanent educational exposition called the Museum of Education. Ernesto Nelson, Special Commissioner of Education, is in New York collecting material for the Museum—which will devote a large part of its activities to showing what is being done and what should be done for the welfare of the child. This section will be devoted to mothers. It will cover the subjects of hygiene, education and play.

It will educate mothers in any tan-

gible way possible. It will educate teachers to look upon their callings from broader and higher points of view. Commissioner Nelson says: "To accomplish this we need all sorts of material and suggestions, particularly from the United States, where motherhood is having a social expression."

Pamphlets explanatory of work for children, year books and other material may be sent to Commissioner Nelson, 606 West 115th Street, New York City.

The New Era in China

By WEICHING W. YEN

Chinese Delegate to International Congress

"Every third child born into the world looks into the face of a Chinese mother." China is alive with children, and anyone that has resided there can testify to the large number of boys and girls in our families. Indeed, the Psalmist must have given expression to a Chinese sentiment when he sang "Happy is the man that hath his quiver full of them." Confucius, our great sage, declared that there were three ways of being unfilial, but the worst of all was to have no posterity. Unfortunately, he used the word posterity to refer to male issue only, so that it gradually became the custom to welcome the arrival of a son, while the birth of a daughter was not attended with as much felicity.

Much has been written in the past year of the birth of a new China, but of all the reform measures that have been introduced, none, it seems to me, is more important than the changes in the educational system. For, under the old dispensation, it was the exception rather than the rule for girls to attend school when they reached their teens. Of course, there were notable instances of bluestockings mentioned in our history, and almost all the heroines in the pages of fiction were the equals of the heroes in their knowledge of Chinese literature and classics. The segregation of the sexes, so scrupulously adhered to in Oriental countries, and carried to absurdity by our ancient practice of forbidding

boys and girls to occupy the same mat or eat together after seven years of age, militated against the acquiring by our girls of an education. There were no separate schools for boys and girls: teaching was principally conducted within the family by private pedagogues, and girls were obliged to stay away from the schoolroom after securing a smattering knowledge.

Four studies were considered proper to women: Right behavior, viz., to be chaste and docile; proper speech; proper demeanor, that is, to be pleasing and submissive; and lastly, proper employment, referring to handiwork with silk and thread. Throughout the course of her education the aim was to prepare her for the position of wife and mother, and so embroidery, needlework and domestic science constituted requisites of a girl's accomplishments. While these qualifications undoubtedly served to make our women proverbial as good wives, they were not sufficient to render them ideal mothers. Our children have not been able, in many cases, to enjoy the privileges of home instruction and home culture, which has made childhood so sweet and so charming in the West.

Female education is, however, receiving the closest attention of our statesmen and educationalists, and Her Majesty, the Empress Dowager, has manifested unusual interest in girl schools, realizing that only by educat-

ing our women can we hope for greater intelligence in future generations. Educational institutions for girls and young women, at first established only by missionary bodies and attended by the members of humble families, have sprung up like mushrooms all over the land, the better known ones being patronized by girls who spend as long as a month on their journey to them. Music, both vocal and instrumental, and the English language are the most popular studies, while calisthenics and physical drill also share a part of the enthusiasm. To see Chinese girls swinging Indian clubs or manipulating dumb bells to the sound of piano music is no longer an unusual sight in China. Newspapers are eagerly devoured, and our girls and women even participate in public meetings, not a few demonstrating to the audiences their no mean ability as speakers. Many dare the perils of the ocean and the inconveniences of a foreign land by going to Japan; a few have come to this country to seek the fountainhead of knowledge. With knowledge comes the sense of responsibility—in this case responsibility to pass on the torch of learning to their less-favored sisters. The medical profession, which has, in the West, accomplished so much for the woman and the child, claims not a few of our girl students, who, on their return, devote their lives to the amelioration of the sufferings of their own sex.

It is pretty universally conceded that our language is one of the most difficult in the world, but the worst of it was that no attempt was made till very recently to simplify and facilitate the process of learning. Pedagogical psy-

chology, a comparatively new science even in this progressive country, was an unknown quantity in the Orient. The acquisition of knowledge was not made a pleasure as in Western homes, where "Reading Made Easy," "First Steps in English," "Peep of Day," and a host of other juvenile readers, form the delight of American children. Reform in the education of the child has kept pace with the other innovations introduced into our society. A very popular institution is the kindergarten. Japanese methods, which were copied from the German, are prevalent, but the American system is also in vogue. Text-books for children in the primary schools have been changed, and we now publish primers and readers as attractively prepared as those in use in American schools. Beautifully colored illustrations relieve the monotony of the printed page, and the lessons are written in accordance with the principles of child psychology. No longer is the young mind compelled to burden itself with matter beyond its comprehension and without its pale of interest, learning everything by rote and memorizing meaningless signs. This liberation of the Chinese child from the chains of mental slavery I consider one of the greatest achievements in the history of education.

For hundreds of years one-half of our population was crippled by the custom of foot-binding. At first intended to check our extremities from attaining unusual and disfiguring size, the binding of the feet of our girls, through perverted ideas of beauty, became a veritable torture. In order to be in the fashion and to differentiate themselves from the common people,

a young girl would be willing "to shed a jar of tears that she might become the possessor of a pair of small feet." Ten years ago a number of foreign ladies pledged themselves to organize a movement against the injurious custom, and though meeting with little success in the beginning, the movement increased in momentum and force with the awakening of our people. The rapid spread of education and the sudden outburst of patriotic feelings caused our people to see the folly and harmfulness of the custom. No schoolgirl would be willing to submit to excruciating pain simply to win the admiration of men with wrong ideas of beauty, while young men of modern education refuse to marry women who must hobble when they walk. The movement soon won the sympathy of our intelligent people, and received the strong support of the Empress Dowager, who, being a Manchurian, has always been opposed to the custom. Through the instrumentality of public meetings, which were attended by thousands, and the dissemination of pamphlets and leaflets, accompanied by official proclamations and Imperial decrees, the movement has reached a stage that when one walks the streets of the larger cities one hardly ever sees a girl of ten or under with bound feet, and even ladies of middle age deem it their patriotic duty to liberate themselves from their bondage. The success of this movement marks an important milestone in the history of social reforms.

In the principal ports and cities the ladies have organized societies, known as "*Chia Cheng Hui*," the members of which meet fortnightly or monthly, to exchange views on questions of do-

mestic economy. Apart from the knowledge thus gained, these meetings are also valuable, in that they train our women in parliamentary usage, strengthen the social ties, interest them in altruistic work, and impart a dignity and honor to their own sex. The status of woman in Oriental countries is being revolutionized, which will result in making our homes still more sacred and happy. Our women are taking a larger part in the life of our society, and will become more and more the companions and helpmeets of their brothers and husbands.

There are many points, however, in our civilization, which it should be our endeavor to conserve, however much of the Occidental civilization we may introduce and assimilate. I shall refer in this brief article to only two, and they are respect and reverence for people older than ourselves, and especially for aged people; and secondly, love and veneration of parents. From his childhood a Chinese boy or girl is taught to be submissive and respectful towards elders, be they members of the same family, relatives or even strangers. In Western countries it is more the custom to worship strength rather than age. Your hero is strong and always young. Perhaps my country is an old one, hence we have respect for age. Again, all our children are taught never to neglect their parents. It is the bounden duty of every Chinese to support his parents. Whether the parent is old or young, in good or failing health, his sons are bound to look after him. Filial piety is considered the greatest of our virtues.

Women in Greece

By MISS SEVASTI N. KALLISPERI

Representative of Greece at the International Congress in Washington

I have the honor to bring the greetings of the Hellenic Ambassador in the United States, Mr. Coromilas, and also his hearty congratulations, to the First International Congress of Mothers, with the assurance that if we could, through Marconi, announce to every mother in Greece the great event of our meeting here, the hearts of all the Hellenic women during this Congress would be in continual communication with us.

It is a happy idea that the Mothers' First International Congress has met in Washington. The name of this city continually reminds us of an excellent mother who formed the noble character of an excellent son, who did so much for his great nation.

I am almost jealous of this fact; I mean jealous in the best sense of the word.

Modern Greece counts only eighty years of free life, during which she has not ceased to struggle for the freedom of the rest of her sons, who are about six millions, and for the rest of our land still under the Turkish yoke, and of which other enemies seek to deprive her. There is not a spot of the whole country that has not been glorified by some heroic deed, either in ancient or modern times. The Greeks have had to reconquer every inch of their land. Its hills and valleys have been bathed in blood. Greece then had to rebuild herself entirely, and yet, notwithstanding all her

struggles, her progress is striking and evident.

The Government furnishes instruction to boys and girls; for the boys, from the lowest to the highest degree. This is not exactly so for the girls, as I will explain further on.

Primary schools have been founded everywhere, not only in the cities, but also in the villages, and not only in free Greece, but also in Macedonia and other parts of Greece still under the barbarous yoke, where teachers of both sexes are sent from free Greece and the pecuniary means for the support of these schools are partly afforded by patriotic societies residing in Athens, for the patriotic feeling is always warm in the Hellenic soul.

Greeks who have been abroad, especially to Egypt and Russia, as well as in other countries of Europe, and through their work became wealthy, have founded high schools both for boys and girls in Thrace, in Epirus, in Macedonia.

So we have in Constantinople a teachers' training school for girls and in Smyrna, Salonica and other cities of Turkish Greece, as well as in Alexandria, high schools for girls.

In all these schools it is a literary, and, in some measure, physical education that is given.

About fifteen years ago a private trade school for boys was founded, and we have an agricultural school for boys near Thessaly, as well as

agricultural stations destined to give advise to our peasants.

In the capitals of the different departments of Greece grammar classes have been added to the public primary schools, both of the boys and of the girls—which are separate because we do not believe in coeducation.

Much more attention has been given to the instruction of boys in Greece. Therefore public high schools for them are many—but for the girls there are only private high schools. Therefore there is a gap in the education of women between primary instruction afforded by the Government and scientific education.

It is about twenty years since the University of Greece opened its doors to women. Two years earlier I, the first woman who attempted to get into the University, found it absolutely necessary to expatriate myself at the University of Paris.

Since that time about ten or twelve of our young women have been graduated from our university in literature and medicine. But no great career is yet open to them.

This preference for the education of boys is shown also in the fact that there were four teachers' public training schools for men, but the teachers' training school for girls belongs to a private society, to which the Government makes a yearly appropriation.

This has its cause in the idea which predominates in Greece that woman's place is the home—that her realm must be therein. Therefore, above all, Hellenic woman, according to the ideas that still prevail, is rather to be a homekeeper as much as possible, well educated—a mother, but not a business woman—not an emancipated one.

Our women of the lower classes (I am sorry to pronounce such a phrase, nobody ought to be higher or lower) go to work out of their homes. This is a disadvantage in a way, but an advantage in another. The tie among the members of the family grows stronger, and the disadvantages of it may be cured by an educational system which will scientifically develop small manufacturing in the home, and will inculcate the love of the work for its own dignity—not for the sake of money.

Hellenic women are very skillful in all handiwork.

They are fine spinners and weavers, especially in some cities of Eubœa and of Peloponesus, noted for silk stuffs and scarfs; in Aitolia for cotton stuffs, and in Thessaly for bed covers.

We have in Athens a famous industrial organization where sewing and weaving, embroidery and lace are finely taught.

A few years ago a society of women founded a school to develop better dressmakers and milliners, and another to develop especially fine lace workers.

We have these schools in more than one city, but it is in Athens that we have the best; one for boys, where industrial training is given, and another for girls, where manual work is taught.

We have a hospital for children and some kindergarten work. We have also a polytechnic school for boys, to which very few girls go.

But the scope of all these institutions—as elsewhere so also in Greece—does not give a broad and general education, because each of them

touches only a comparatively small number of people.

Our people are obliged to expatriate themselves, both for the sake of commerce and for a broader education of our young men. The consequence is that many foreign customs have penetrated into our country. Still, as a general rule, we cling to the principles and the traditions of all those epochs ancient and modern which gave the great men whose deeds and ideas beautified the beautiful land of Greece.

There are some (comparatively few) who speak about woman's vote—but the many have in their souls, perhaps unconsciously, the idea so beautifully expressed in Homer by Nausicaa: When she met Ulysses and she advised him how he might obtain what he needed for his return to his country she told him to cross the courtyard, go straight to her mother, not stop with her father, because her mother has a great influence over her father, and through her he could obtain anything, if he only attracted her sympathy.

We do not care to vote, because we think we can influence man at home.

We cling also to another tradition equally well expressed by the same Nausicaa: When she, with her maids, was entering the city, she told Ulysses to follow at a distance—because it would not be right, and would not make a good impression if he were seen walking by her. In general, Hellenic mothers of to-day would not allow their daughters to have frequent nor free conversation with young men.

Respect for old age was a characteristic of the ancient Greek education, especially among the Spartans. The

modern Grecian mothers impress this deeply into the souls of their children, whom they keep with them, not allowing them to be much in the streets.

Our nation has one religion, under one church—the Greek Orthodox Church—and religion is taught in our schools, especially in the schools for girls.

Notwithstanding all these good principles and all this progress, there is in Greece, as elsewhere, a continual cry: We need mothers—that is, women entirely capable to educate a stronger generation, a more enlightened one, a purer and a more broad-minded one.

Twelve years ago, when the position of a woman inspector of schools for girls was created, and I was appointed to hold that office, I took it very seriously. I examined the causes of the deficient state of education, and I came to the conclusion so well formulated in the maxims of two great men—Leibnitz and Richter. According to the first—Leibnitz—"humanity would be reformed if the education of a youth could be reformed." According to Richter, "education must bring to light the ideal of each individual."

Young girls must be taught literature, moral philosophy—this sister of religion—everything that helps to form good citizens, whatever enlightens manufacturing and advances agriculture, that their minds may be broadened and their intellect fructified.

The highest truths which can render man happy are to be found in the light of physical and religious truths. The soul must be developed under the influence of impressions strong, and at the same time full of charm, com-

ing from the truths of nature and of religion. The knowledge of the laws of nature and of their reciprocity leads imperceptibly to the knowledge of the duties of man in society. The study of nature inseparable from the study of the Divine contributes to the regeneration of man.

The moral education consists in the result of the impression received. Before we place it in the mind as syllogism we must introduce it as habit.

Being sure of these principles, I gave twelve years ago a memorial to our Parliament pleading for the introduction of such an education in all the schools of Greece.

In future all my efforts will be to found in my country such an educational centre, small in size, great in aim, based absolutely on those principles, and with which every word of the address of your national leader—that so justly touched your hearts—is in accordance, could find its own application, and with God's help I hope to realize this through my work.

This Mothers' International Congress touches the whole world, and is a great step toward moral progress on account of the weight that America has as a World Power. So take the best decision and the most you can. Ask justice for the women teachers—for those moral mothers of your children. Their work must be appreciated and equally remunerated with that of men.

Ask that it should be imposed as the most important duty of the inspectors of schools to keep registers of conduct, so that those students,

boys and girls, who are not proven through their primary and collegiate scholarship to possess absolute truthfulness, perfect nobility of character, and entire lack of hypocrisy, may not be allowed to enter the career of the teacher, the priest, the judge or of the press.

In Greece we have the religious marriage, not the civil marriage, and a permit must be given by the Church. We need to have compulsory education enforced, and this can be done for girls through our churches, by which the marriage ceremony ought to be refused when girls are not sufficiently educated to be good mothers. I wish something like this might be done in all Christendom; but the civil authorities might take equal measures where civil marriage prevails. I think that a mother, however careless she may have been in her own life, never would endure to have her daughter fail, and would do everything to prevent it.

Let us take advantage of the tenderest age of girls, that they may be taught to cherish and respect motherhood everywhere, even among the animal kingdom. By such an early appeal to that motherly feeling which surely exists in the girl's heart, this future woman, abhorrence for slaughter of any being will be awakened; the first and surest step will be gained against cruelty. It will lead eventually to abhorrence of the slaughter of the sons of mothers; and woman, through motherhood, will have effectuated the much-desired peace in the world.

A Message from Bolivia

By DONNA IGNACIO CALDERON

Delegate from Bolivia at the International Congress

Bolivia sends greetings to all the mothers of this land of great men, and greater mothers, who have sacrificed themselves and given their all to the welfare of their children that they might uphold the standard of their country, and that the glorious promise of their future might be fulfilled. The mothers of Bolivia are devoted and kind to their children; I might say, too lenient to their faults, for I think they are never punished; yet these same children grow up to be very well-bred, and good young men and women. I have in mind a friend who was the mother of sixteen children, of whom ten are living, and six died as infants. The daughters of this family are charming young women, following the advice of their parents in all things. The sons are all engaged in the affairs of their choice, and are model young men. As in all other parts of South America, the families are large. Almost all the public institutions are in the hands of the priests and sisters. A large institution for orphan girls called the "Hospicio," is in active operation, the girls being taught dressmaking, embroidery, openwork on linen, washing and ironing, and housework, and everything most useful to them. A similar institution for boys is conducted by the priests, and they turn out very good carpenters, shoemakers, wood carvers, and many other crafts.

The public schools are well patron-

ized by the poorer classes, but the best people either have private teachers or send their little ones to a private school. There is a great want felt for a good kindergarten, and I believe there are negotiations now being made for teachers. When the boys become old enough they are generally sent to Europe or the United States to complete their education. Among the Indians or laboring classes a large family of children is considered a blessing, as they are put to work early and can help their parents in many ways. The souls of these poor Indians are looked after by persevering and zealous priests, who leave the abodes of civilization and ease to preach the Gospel and administer to the needs of these poor mortals who live in the isolated surrounding country, and only occasionally come into the cities or large towns, bringing their product on the backs of donkeys and llamas, and frequently accompanied by their wives and numerous children, and the invariable baby strapped on the mother's back by a poncho or shawl tied securely around her neck. Now, what can be done to better the condition of the children of this people, who do not even speak Spanish, but the language of their ancestors? The children of the Indians, who live in or near the towns, speak Spanish, and are sent to the public schools. There are many with some white blood in them, and they are called "Cholos."

Penny Savings in Schools

An Iowa Idea that Should Interest Parent-Teacher Associations Everywhere

The children of the public schools of West Des Moines are learning one of their most useful lessons outside of books and from teaching that originated outside the schools, though it is carried on by the principals and school authorities with hearty approval. This training is in economy and providence, in the rudiments of self-denial and business methods, and it is called the Penny Provident Association. It has induced more than 3,000 children to save money and deposit in the bank to draw interest. More than 1,500 children now have accounts with the depository of the association, the average amount of each account being not far from \$10.

The system that is now in operation in Des Moines is a much simpler one than that hitherto in use in other cities, and it has been adopted by several other school boards in various parts of the country. Many inquiries have been received from other cities that desire to profit by the experience of Des Moines and put a model system into use. Among the places where the revised and perfected Des Moines system has been adopted are Topeka, Dubuque, and cities in Oklahoma and New Jersey, and it is now being considered in other cities.

The principal of each building in the West Des Moines school district is supplied with penny stamps and folders in which fifty of the stamps may be pasted. Every Friday, at a

certain hour, the principal is in her office to sell stamps to the children. When the child has filled the folder with the fifty stamps, he may go to the bank, always on Saturday morning, and either get 50 cents in cash for the book or he may open an account, receive a pass book and have the account entered in it. The bank pays him 4 per cent. interest on the deposit after it has remained six months. From time to time additional deposits are made, as the stamps are accumulated. The principal receives the stamps and all other necessary printed matter from the bank without any expense to the district, and she makes an accounting to the bank every week for the number of stamps she has sold. This, in brief, is the system, which does not interfere with school work and makes but little work for the principals and none for the teachers.

HOW DID IT ORIGINATE?

The Penny Provident Association was organized in October, 1901, at the suggestion of the Mothers' Congress of Iowa, of which Mrs. Isaac L. Hillis was president. She appointed Mrs. H. L. Carrell and Mrs. L. K. Wynn as a committee to form an organization and attend to the details of getting the idea introduced into the public schools of West Des Moines. A simpler plan was devised than that used in other cities. After many con-

ferences with the school board and the teachers the operation of the plan began in November, 1901. The State Savings Bank, the savings department of the Citizens' National Bank, was selected as the depository, since the cashier, Mr. George E. Pearsall, was in full sympathy with the idea, and was willing to invest the \$350 necessary to start it. The stamps had to be procured, folders and pass books and explanatory matter provided, and all this is supplied by the bank.

The administration of the system in the schools is absolutely in the hands of the City Superintendent, this provision having been made so that there could never be any interference with school affairs by outsiders who might in the future become connected with the association, and possibly provoke controversy. The financial affairs are directed by a board of directors, representing the bank, the school directors and the Mothers' Congress.

The board meets on the first Tuesday in each month from October to June to receive the report of the banker and discuss the affairs of the association. It has worked admirably, without any difficulties or complaints, and has educated not only the children, but in many cases the parents as well. The principals, as a rule, do not find the work much trouble, for they have only to get a penny for every stamp and have no accounts to keep with the children. They are even allowed car fare for taking the money to the bank on Saturdays.

The deposits now amount to nearly \$20,000. Since its organization the Penny Provident Association has induced the saving of about \$35,000, of which less than half has been with-

drawn. The youthful depositor, to draw out his money, must have the written order of his parents or guardian.

OBJECTS AND RESULTS

The amount of the deposits, however, is of secondary consideration. The object of the system is to establish the habit of saving, of self-denial, among the children and teach them at the same time a little about business methods. The results have been very satisfactory. The decrease in gum-chewing and candy eating has been noticeable, and when the deposit has once been started and the child has become interested in it, he is willing to make sacrifices for the sake of increasing his account and making as good a showing as his fellows. It is an improvement on the savings bank at home, for the money is not so easily available and the bank cannot be shaken or opened to get the pennies out.

The young depositors are discouraged from saving merely for the sake of hoarding, and are led to save to accomplish some good purpose. Many of the most persistent say their money is to be used to go to college after they get through the public school. During the disastrous floods two years ago the Penny Provident deposits made by the poor children in the flooded districts were drawn out in large amounts being, in some cases, almost the sole reliance of families. It is noticed that during the spring and fall, when the weather is good and work is plenty, the deposits are much larger, and that they decrease and are drawn upon during the winter months,

State News

MOTHERS' UNION IN MOBILE

A Mothers' Union has just been organized in Mobile. Mrs. R. W. Southerland is the President, Mrs. J. H. McCormick Corresponding Secretary.

The Secretary writes: "We want to help all mothers who need help.

"We would like to help our School Improvement Association in their effort to re-establish the kindergarten and manual training system, which the School Board has decided to eliminate. Heretofore the revenue from the sale of liquor licenses has been used for the Public School Fund. When the Prohibition law goes into effect it will cause a decrease of about eighty thousand dollars annually. Owing to this fact many curtailments have been made. Not only the kindergarten and manual training have been eliminated, but the salaries of the teachers have been cut down about twenty per cent. Mobile faces a serious problem, but I am sure some way will be found to keep up our former high standard."

PROGRESS IN TEXAS

Houston, Texas, has parents' associations in every school, each one working independently. Mrs. Jefferson D. Gibbs, of Los Angeles, was invited to address one of these associations, with the result that before adjournment plans were made to call together all the associations for a reciprocity meeting, with a view to joining the Congress.

The time is ripe to crystallize individual effort into a greater combined force, and with Mrs. J. N. Porter, of Dallas, Texas, as State Organizer, it should not be difficult to form a large and active State branch of the National Congress of Mothers.

CO-OPERATION IN IOWA

Mr. O. H. Benson, Superintendent of Wright County Schools, has recommended to his teachers the organization of Mothers' Circles, and is working for the organization of a Mothers' Circle in each of the sixteen townships in the county. Mr. Benson says: "Mothers and teachers must work hand-in-hand if the greatest good of the children is secured."

Mr. John F. Riggs, Superintendent of Public Instruction for Iowa, has issued a circular and sent it to all county superintendents and principals, setting forth his belief in the good resulting from the organization of Mothers' and Parents' Clubs in connection with the public schools. He says: "The cause readily lends itself to local conditions. It is alike needed in the busy city or the sparsely settled district. I believe it to be an important educational movement."

Prof. Riddell, Superintendent of Des Moines schools, says: "There has been no better plan conceived to secure the coöperation of parents and teachers in educational work than through the medium of these clubs or circles."

Mrs. Walter S. Brown, President

of the Iowa Congress, has been invited by many superintendents to visit the schools and institutes and form Parents' Associations.

PENNY SAVINGS IN IOWA

Mrs. Walter S. Brown writes: "Our school children have deposited seventeen thousand dollars in the Penny Saving Fund in February. In favorable years the deposits have gone as high as thirty-five thousand dollars a month. In Des Moines the penny saving plan is a success, and it was introduced into the schools by the Iowa Congress of Mothers. The work has been so valuable that we publish an account of it, in order that other circles may learn how it may become a part of their work. There can be no doubt that a knowledge of the proper use of money is an important part of a child's education."

A Parent-Teacher Association has been formed in Humboldt, Iowa, through the efforts of Mrs. Brown. This association immediately voted to join the State and National Congress of Mothers. Mrs. Jennie French Lovrien was elected President. The first meeting was held at the High School.

WORK IN WASHINGTON

The District of Columbia Congress reports a great impetus to its work, caused by the International Congress and the opening of the National headquarters in Washington.

Mrs. James McGill has been appointed as chairman of the Parent-Teacher Committee for the District, and in May, by request of the principals of the high schools, Parents' Associations were organized in several schools. Others will soon form them.

OKLAHOMA'S ACTIVITY

Bartlesville has the honor of having the first Mothers' Council in the new State, which belongs to the National Congress of Mothers. Bartlesville has been practically built in about four years. The churches are all trying to erect houses of worship. A Carnegie library is to be built, and Town Improvement Leagues are active.

It speaks well for the busy mothers in a new State, who must do everything for the care of home and children, that they have recognized the value of a Mothers' Council, and are meeting to study the children's welfare. The Congress hopes to welcome many new members from Oklahoma within the near future. It will send sample copies of the Congress magazine to any mothers whose names may be sent to the magazine. Mrs. W. H. Johnson, who has been Organizer for the National Congress of Mothers, is compelled to give up the place, as she goes to Europe for an extended trip.

THE GEORGIA CONGRESS

The Georgia Congress of Mothers met in Athens, Ga., May 6th, 7th and 8th. Georgia sent as delegates to the International Congress Mrs. Harriet A. McLellan, of Atlanta (Mrs. Theo. W. Birney's mother), and Mrs. William King.

Mrs. Robert Zahner, who has been active in the Federation, is President of the Georgia Congress.

ANNUAL MEETING IN CONNECTICUT

The Eighth Annual Convention of the Connecticut Congress of Mothers was held in Good Will Hall, Waterville, on Thursday and Friday, April

9th and 10th. The sessions were presided over by Mrs. W. B. Ferguson, of Middletown, President of the Congress. Cordial addresses of welcome were given by Mayor W. E. Thoms, and Mrs. Ferdinand Wolf, Local President. After the response by Mrs. Ferguson, the Congress listened to remarks by Mrs. Frances Sheldon Bolton, of New Haven, Honorary President and Organizer of the State Congress. She was followed by Mrs. Henry J. Hersey, President of the Colorado Congress of Mothers, who gave an address on "Relations-in-Law." In a series of deeply-interesting letters, Mrs. Hersey showed how a home may be kept happy when outsiders become members of it.

An interesting address on "Selfhood" was given by Professor Edward P. St. John, from the School of Pedagogy, Hartford. He spoke of the importance of guiding the objectionable traits in the child's character so that they shall become elements of strength. Mr. Junius C. Knowlton, Supervising Principal of the Winchester District, New Haven, spoke on "Parents' Meetings."

The object of these meetings was said to be "education—by discussion, by exposition and by social means." These meetings bring about an improved relation between parents and teachers, and correct many wrong conceptions on the part of parents toward schools. A helpful address was given by Mr. Marcus White, Principal of the New Britain Normal School, on "Some Mistakes of Nature."

Thursday evening, a reception was followed by a banquet, after which there were toasts, with speakers as follows: "Our Mothers," Mrs. F. S.

Bolton. "The International Congress of Mothers," Mrs. W. B. Ferguson. "Childhood and Our Schools," B. W. Tinker, Superintendent of Schools, Waterbury. "Home Influence," Rev. Father Traynor, Pastor of the Roman Catholic Church of Waterville.

Interesting music was rendered at various times during the Congress, and in every possible way the Mothers' and Teachers' Club, of Waterville, worked to make this meeting a success. Mrs. Charles H. Keyes, of Hartford, was appointed State Organizer. She is admirably qualified to do excellent work for the extension of mothers' circles and parents' associations, having had the experience of teacher and mother. Mrs. Edward I. Atwater is Chairman of the Child Labor Committee.

CALIFORNIA "RECIPROCITY MEETING"

The California Congress of Mothers held an all-day "Reciprocity Meeting," in Blanchard Hall, at Los Angeles, California. Mrs. Chalmers Smith, State President, introduced Mrs. Catherine Pierce Wheat, Chairman of the Reciprocity Committee, who presided over the meeting. A memorial service, conducted by Mrs. W. W. Murphy, Honorary President, for California, was held for Mrs. Theodore Birney.

This was followed by the presentation of a silver loving cup to Mrs. W. W. Murphy, first State President of the California Congress of Mothers, and a snow ball, composed of eighty love letters, one from each circle in the Congress, in recognition of her services as President of the Congress since its organization, seven years ago, until last fall, when she refused re-

nomination. The afternoon was devoted to a symposium on "Some Things Parents and Teachers Should Know." The subject was discussed

from the standpoint of the mother, the teacher, the school superintendent, the school nurse. Altogether, the day was one of vital interest.

To Presidents of Mothers' Circles and Parent-Teacher Associations

The Congress desires to have the name and address of every member of the Mothers' Circles and Parent-Teacher Associations on the list. It also wishes information in regard to the addresses of such organizations not members of the Congress. Any reader of the MAGAZINE who knows of such organizations will confer a favor by sending the name of the organization, and President or Secretary of same, to Mrs. Arthur A. Birney, 806 Loan and Trust Building, Washington, D. C.

Every President of a Mothers' or Parents' Circle will confer a favor by sending the list of members, with addresses, to Mrs. Arthur A. Birney.

National Congress of Mothers Literature

REPORTS for 1897, 1898, 1899 and 1905, Fifty cents each; 1904 Twenty-five cents. Book Lists for Mothers, Ten cents. Book Lists for Children, Ten cents. How to Organize Parents Auxiliaries in the Public Schools, Ten cents. Valuable loan papers for Circles which cannot obtain speakers can be secured for Ten cents. Send all orders for literature and loan papers to Mrs. A. A. Birney, 608 Loan and Trust Building, Washington.

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AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood. To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

HOW TO JOIN THE CONGRESS

Every person interested in promoting the welfare of children is eligible for membership upon furnishing the Secretary with an exact statement of his or her name, position and address and paying one of the subscriptions. A card of membership will be issued, entitling the holder to a reserved seat at all meetings, discussions and entertainments, to receive the literature and to enjoy all other privileges of the Congress.

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REPRESENTATION ON A PER CAPITA BASIS

In organized States local circles can join the National Congress of Mothers only through the State Congress, and by the payment of dues to be hereinafter provided. In unorganized States a local circle shall be entitled to send directly to the National Convention its President, or her representatives, and one delegate. For circles of fifty (50) or more there shall be an additional delegate, and one delegate for each one hundred (100) members thereafter.

REPRESENTATION ON THE BASIS OF AFFILIATION

Organizations approved by the Executive Committee shall each be entitled to send one delegate to the Annual Convention of the National Congress of Mothers, upon the payment of the annual dues of five dollars.

DUES

In all organized States, on or before the first day of January of each year, or the first meeting thereafter, the Treasurer of each Mothers' Congress Circle shall forward to the Treasurer of her State Congress ten (10) cents for each member of her organization. The State Treasurer shall send five (5) cents of this ten (10) cents to the Treasurer of the National Congress of Mothers. In unorganized States the Treasurer of each of the circles mentioned above, on or before the first day of January of each year, shall forward directly to the Treasurer of the National Congress of Mothers ten (10) cents for each member of her organization.

AFFILIATION DUES

For clubs of 100 or under in membership, the dues shall be three (3) dollars annually; for clubs of over 100 the annual dues shall be five (5) dollars. Half of these sums shall go to the National Treasurer.

Application for membership should be made to Mrs. A. A. Birney, Corresponding Secretary, 806 Washington Loan and Trust Building, Washington, D. C.